

AL2,2006-256  
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activity booklet

# getting into gear



keys to starting your driving experience



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## introduction

In Alberta, approximately 48,000 new drivers become licensed each year.

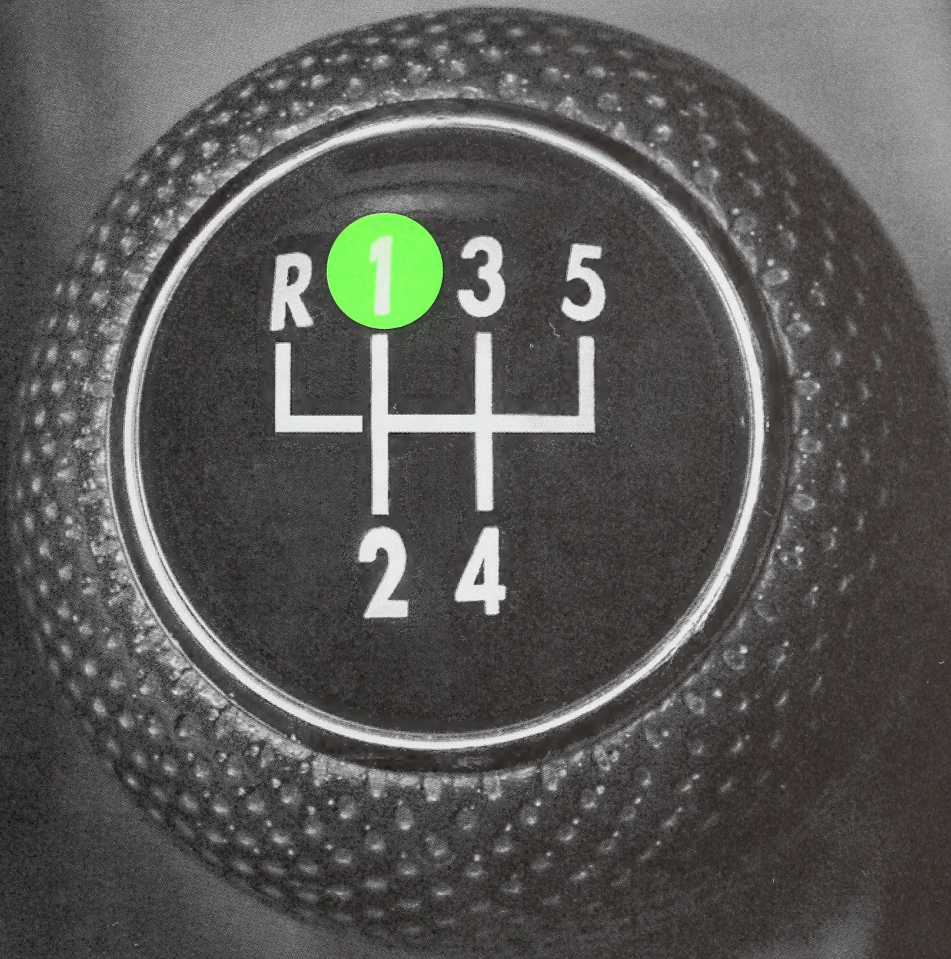
Motor vehicle collisions are the single leading cause of death and a leading cause of injury to the youth of Alberta. Every year in this province, approximately 400 people are killed and more than 25,000 are injured as a result of traffic collisions. As a society we suffer incredible economic and social burden when a teen becomes injured or loses his/her life.

Vehicle crashes are the  
number one killer  
of young people in  
Alberta.

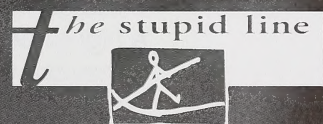
Crash rates for  
young drivers are  
**highest** when there  
are teen passengers  
in the vehicle or when  
driving at **night**.

**1** in every **5** new drivers,  
16 years of age, is involved  
in a **collision** during their  
**first year** of driving.





module 1:  
**risk management**



Where will you draw yours?



## module 1: risk management

### objectives:

Upon completion of the 'Risk Management' module, you will be able to:

- assess risk-taking behaviours
- identify strategies to manage these behaviours

#### 1. Define 'risk'.

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#### 2. Use the checklist below to assess your level of risk-taking behaviour. Check off any of the activities that you have participated in or think you will be involved in over the next six months.

- ☐ Ride in a vehicle without wearing a seat belt.
- ☐ Ride a bike without wearing a helmet.
- ☐ Go hunting with your friends.
- ☐ Go boating without wearing a Personal Flotation Device (PFD).
- ☐ Dive into a lake.
- ☐ Go ATVing without telling an adult where you are going or when you will be back.
- ☐ Enter a pen of animals on a farm.
- ☐ Go snowmobiling on a frozen river.
- ☐ Leave your hats and gloves at home on a cold, winter day.
- ☐ Decide to take up snowboarding and head straight for the toughest terrain park.

The greater the number of selected items chosen indicates a higher degree of risk-taking behaviour you are willing to engage in. This may indicate a tendency for you to place yourself in unsafe and potentially dangerous situations.

#### 3. Describe the 5 smart risk messages.

##### Look First

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##### Wear the Gear

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##### Get Trained

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##### Buckle Up

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##### Drive Sober

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4. What is the Stupid Line?

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5. When referring to injury events, list five words you can use instead of the word 'accident'.

1.

2.

3.

4.

5.

## student activity 1

All of the examples of risk-taking behaviour listed in the checklist on page 6 can be turned into a smart risk by using one or more of the 5 smart risk messages.

Break into groups and choose a 'risk' from the checklist. Take the scenario and smart risk it using the smart risk messages from the bookmark provided.

Create a poem, skit, or song to demonstrate how the smart risk messages were incorporated.

Sample:

### Step 1

**Identify the risk:** 'ride in a vehicle without wearing a seat belt'.

### Step 2

**Apply smart risk messages:**

**Look First** - are there enough seat belts for all passengers and the driver?; are they in good working order?

**Wear the Gear** - a seat belt is a piece of gear that can reduce the risk of being injured or decrease how badly you might be hurt.

**Get Trained** - make sure you know how to use a seat belt properly.

**Buckle Up** - put on your seat belt properly even for short trips.

**Drive Sober** - not applicable to this risk.

### Step 3

Create a poem, skit, or song.

Seat belts...  
Look first -  
are there enough?  
Sit back -  
buckle up.  
Use it right -  
save your life.  
Get there -  
safe tonight!

### Step 4

(optional)

**Mount your poem or song on a poster and display.**



## student activity 2

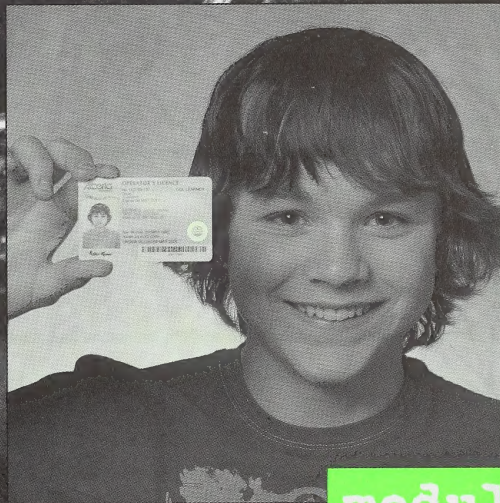
Match the appropriate smart risk message(s) to each phrase.

Choose from:

- A. Look First
- B. Wear the Gear
- C. Get Trained
- D. Buckle Up
- E. Drive Sober

1. Wearing your bike helmet. \_\_\_\_\_
2. Taking ski lessons. \_\_\_\_\_
3. Pulling over to use your cell phone. \_\_\_\_\_
4. Wearing a seat belt every trip. \_\_\_\_\_
5. Putting on a hat and gloves when it is cold. \_\_\_\_\_
6. Pushing the walk light at a controlled crosswalk. \_\_\_\_\_
7. Snowmobiling on familiar terrain. \_\_\_\_\_
8. Checking the level of water before diving. \_\_\_\_\_
9. Taking driver education. \_\_\_\_\_
10. Wearing wrist guards when in-line skating. \_\_\_\_\_





module 2:  
graduated driver licensing  
(GDL)



## module 2: graduated driver licensing

### objectives:

Upon completion of the 'Graduated Driver Licensing (GDL)' module, you will be able to:

- identify the three stages of GDL
- understand the differences between the three stages of GDL
- understand why GDL was developed and made law

1. What is the relationship between motor vehicle crashes and new drivers?

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2. What is Graduated Driver Licensing (GDL)?

WHO

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WHAT

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WHEN

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WHERE

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WHY

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HOW

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3 Describe the learner stage of GDL.

Must be a minimum of \_\_\_\_\_ years of age.

Must pass a \_\_\_\_\_ test and a \_\_\_\_\_ test.

Must have \_\_\_\_\_ consent if 17 years of age or under.

List all of the conditions of the learner stage.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

4 Describe the probationary stage of GDL.

Must have a Learner's Licence for a minimum of \_\_\_\_\_ year(s).

Must be a minimum of \_\_\_\_\_ years of age.

Must pass a \_\_\_\_\_ test.

List all of the conditions of the probationary stage.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- Using the Venn diagram below, compare and contrast the conditions of the learner stage and the probationary stage of GDL.



## student activity

Use the information from Module 2 – GDL and the ‘New Rules For New Drivers’ brochure. Create a unique wallet card summarizing the two stages of GDL (i.e., learner’s on the front, probationary on the back).

Sample

### LEARNER

#### Graduated Driver Licensing

- Drive with a fully licensed non-GDL driver.
- No driving between midnight and 5 a.m.
- Have a seat belt for every passenger.
- Cannot serve as an accompanying driver to a learner.
- Zero alcohol level.
- No upgrading to a commercial driver’s licence.
- Fewer demerit points allowed than fully licensed drivers.

Have Learner’s Licence for at least 1 year.

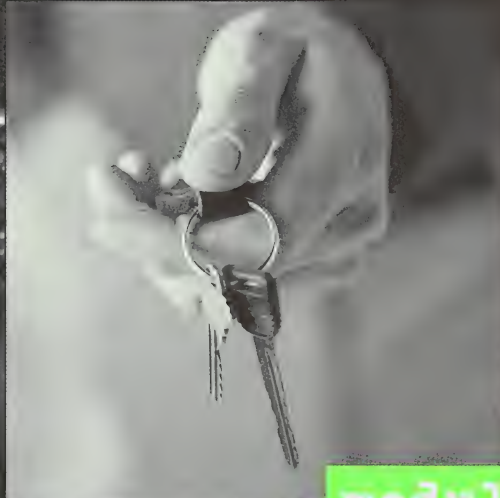
### PROBATIONARY

#### Graduated Driver Licensing

- Have a seat belt for every passenger.
- Cannot serve as an accompanying driver to a learner.
- Zero alcohol level.
- No upgrading to a commercial driver’s licence.
- Fewer demerit points allowed than fully licensed drivers.

Have Probationary Licence for at least 2 years.  
Must be suspension free during the 12 months prior to exiting this stage.





module 3:

**L.E.A.R.N.**

### module 3: L.E.A.R.N.

#### objective:

Upon completion of the 'L.E.A.R.N.' module, you will be able to:

- identify and understand the components of L.E.A.R.N.

Why was L.E.A.R.N. developed?

What is L.E.A.R.N.?

L -

E -

A -

R -

N -



## student activity

Break into five groups.

Each group will be assigned a letter from the L.E.A.R.N. acronym. Create a social marketing campaign using the existing slogans (e.g., L – limit the number of passengers).

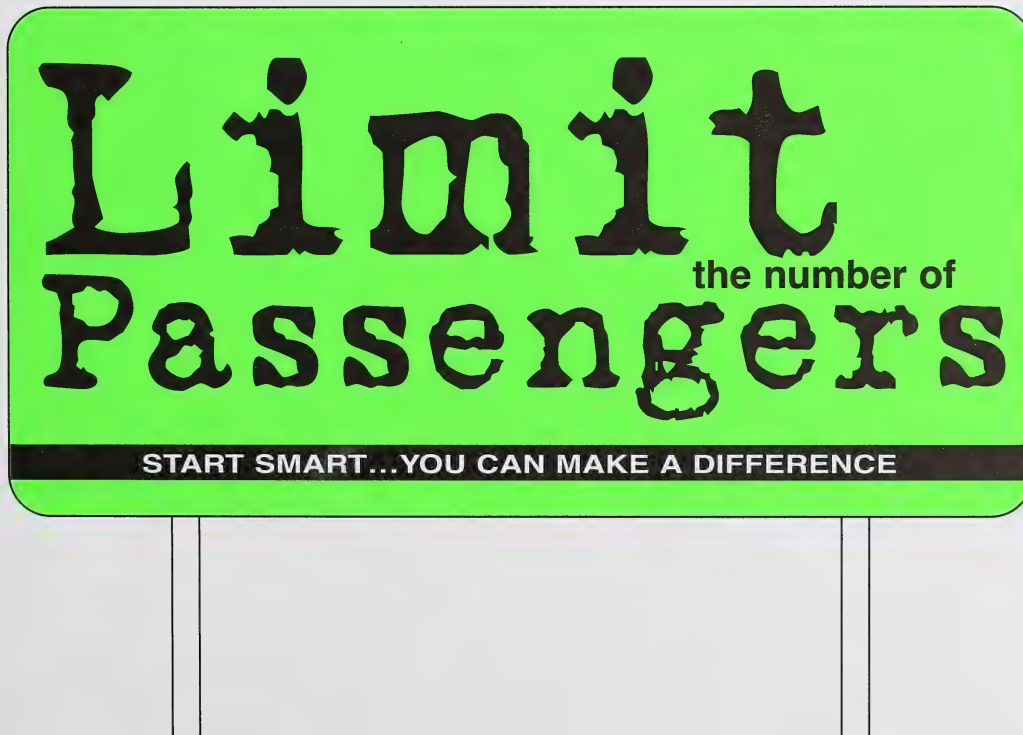
Create a:

- news release,
- poster,
- brochure,
- billboard,
- radio, or
- TV commercial.

Use the background information provided in the L.E.A.R.N. brochure but also expand your knowledge in the area by using various methods such as the internet, your local police, and community agencies.

Take your social marketing campaign out into your community.

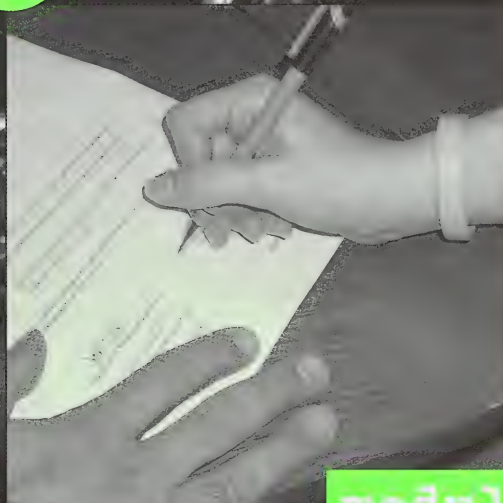
Sample billboard







getting into  
gear



module 4:

parent/teen contracts

**objective:**

Upon completion of the 'Parent/Teen Contract' module, you will be able to:

- understand the value of creating a parent/teen contract

1 What is a parent/teen contract?

2 Why create a parent/teen contract? What's in it for me?

**student activity 1**

Breaking into groups of three, you will be role-playing each of the scenarios listed below (alternately your teacher may have you create your own). Each student will have an opportunity to be the parent, the teen, and the observer. The

role of the observer will be to take notes describing what issues arose, how these issues were resolved, and what emotions were expressed. The results will be shared with the class at the end of the role-playing sessions.

**Scenario 1**

You are out for pizza with your friends. You were told to be home by 10:00 p.m. You are having fun and lose track of time. Role-play the discussion that would take place when you return home at 10:45 p.m.

**Scenario 2**

You have been told that you are not allowed to ride in a vehicle with any of your friends that are inexperienced drivers (i.e., less than one year in the probationary phase of the Graduated Driver Licensing Program). You decide to 'hitch a ride' to the mall with a friend and to your surprise, your parents/guardians are there. Role-play the discussion that would take place either upon seeing them at the mall or when you get home from school.

**Scenario 3**

You ride your bike to and from school. As soon as you are out of the view of your parents/guardians, you take off your bike helmet so your hair looks good for school. To your dismay, your parent/guardian drives by and sees your helmet hanging from the handlebars. Role-play the discussion that would take place between you and your parent/guardian.





### student activity 2

#### Create a draft contract that suits you and your parent(s)/guardian(s) needs.

The contract can include topics such as curfew, driving, risk management, leisure activities (e.g., computer, video games, TV, telephone/cell phone), school grades and behaviour, or smoking/alcohol/drugs.

List below three topics you and your parent(s)/guardian(s) need to negotiate. Under each, describe your promise.

This draft contract is to be taken home, discussed, and negotiated with your

parent(s)/guardian(s). Have your parent(s)/guardian(s) describe their promise regarding this topic area.

Complete the final copy (page 21) and have you and your parent(s)/guardian(s) sign it. Use the magnet provided by your teacher to post the contract on your fridge.

**By creating and signing this contract, you and your parent(s)/guardian(s) are bound to fulfill your promises.**

sample

#### TOPIC: Curfew

I will be home by 9:00 p.m. on school nights and 10:00 p.m. on weekends.

After three months of following these curfews, I will extend your weekend curfew by 15 minutes.

#### TOPIC: Learning to drive

I agree to practise driving with my parent(s)/guardian(s) for a minimum of 50 hours.

I will provide my time to supervise a minimum of 50 hours and pay for driver education.

#### Topic #1:

Student Promise

Parent(s)/Guardian(s)

Promise

#### Topic #2:

Student Promise

Parent(s)/Guardian(s)

Promise

#### Topic #3:

Student Promise

Parent(s)/Guardian(s)

Promise



# parent/teen contract

By creating and signing this contract, you are bound to fulfill the promises listed.

Topic #1: \_\_\_\_\_

Teen Promise: \_\_\_\_\_  
\_\_\_\_\_

Parent(s)/Guardian(s)  
Promise: \_\_\_\_\_  
\_\_\_\_\_

Topic #2: \_\_\_\_\_

Teen Promise: \_\_\_\_\_  
\_\_\_\_\_

Parent(s)/Guardian(s)  
Promise: \_\_\_\_\_  
\_\_\_\_\_

Topic #3: \_\_\_\_\_

Teen Promise: \_\_\_\_\_  
\_\_\_\_\_

Parent(s)/Guardian(s)  
Promise: \_\_\_\_\_  
\_\_\_\_\_

We agree to maintain open and honest communication in a calm manner when dealing with all aspects of this contract.

\_\_\_\_\_  
Signature of Teen

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent(s)/Guardian(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent(s)/Guardian(s)

\_\_\_\_\_  
Date

Vehicle crashes are the  
**number one killer**  
of young people in  
Alberta.

Crash rates for  
young drivers are  
**highest** when there  
are **teen passengers**  
in the vehicle or when  
driving at **night**.

**1** in every **5** new  
drivers, 16 years of age, is  
involved in a **collision**  
during their **first year**  
year of **driving**.





